

# Commitment Evaluation Of Headmaster Of Vocational High School (SMK) 2 Manokwari Batch 2016

F. Ponco Sudaryanto

**Abstract:** The internal academic quality assurance at certain education unit lies on the responsibility of the headmaster. The commitment given at particular school is one of the leading problems in term of academic quality assurance. In order to measure the commitment, self-evaluation is able to be used in gaining the data. Thus, the integrity of the headmaster covers some fields, such as fairness, will and responsibility. This is an evaluative study in which headmaster's performance of SMK 2 Manokwari is analysed. The data were assembled by using closed-questionnaire technique with score 1 to 5 (Likert Scale). There were 260 questions as the instrument whose reliability was 0,946. The data were processed to get the average score and later was converted by the standards, namely very satisfied, satisfied, fair, fair enough, unfairly enough, unsatisfied. The commitment of Headmaster of SMK 2 Manokwari lies at fair enough standard whose average is 2,78. As detail, the managerial performance is 3,13 (satisfied), 3,17 (satisfied) score as the entrepreneurship performance, supervision performance is 3,17 (satisfied) and social performance indicates 3,23 (satisfied). The result of this study indicates that the headmaster of SMK 2 Manokwari still needs intensive training so as to promote the academic quality assurance. By conducting intensive training, the academic quality of SMK 2 Manokwari may increase rapidly.

**Key word:** self-evaluation, commitment, headmaster's performance..

## 1 INTRODUCTION

The academic quality of the specific education unit lies on the commitment and performance of the headmaster. Arcaro (2005:14-15) proposes that a good education unit is marked by the universal pillars that are customer priority, measurement, commitment and never-ending evaluation. There are at least three foundations that can be used as indication to assure the quality, which are vision and mission, purpose and reliability. In 2013, the Partnership for Capacity Building and Education Analysis (ACDP) program conducted a study for the headmasters and supervisors'. The result showed that there were 35% correspondents agreed to be given special training in the field of management competency meanwhile the 45% correspondents deployed that self-behaviour was also important to be drilled. In short, 35% correspondents realise that management competency is vital to be learned. Then, there was another study conducted in 2015. The study carried out the measurement of headmasters of various SMKs located in West Papua province. Thus, the scores attained by the headmasters of SMKs in West Papua were compared to the standard score of headmaster in Indonesia. From the given table, it can be concluded that around 50% of correspondents are capable to master half of the entire competencies stated above. Moreover, there must be a training given to the headmasters of SMK in order to be well-mastered each competency.

**TABLE 1. HEADMASTERS' AVERAGE SCORE OF COMPETENCY TESTING AT WEST PAPUA IN 2015**

No.	Kinds of competency	Provincial average score	Indonesian standard
1	Leadership	39,61	43,96
2	Entrepreneurship	50,98	48,52
3	Management	48,04	48,87
4	Supervision	34,51	36,45
5	Development	52,47	47,67

**Source:** LPMP Papua Barat and Ditjen GTK, 2015

Salusu (2008:481-482) proposes that there are some training held by government so as to promote the quality of education. Unfortunately, the participants may not take the training seriously. Moreover, salusu also mentions that less leadership support may affect the educational quality proper. According Samani (2011: 4), there are some problems faced by SMK, namely (1) inconsistent implementation of legal products has led to non-compliance job market, (2) changeable curriculum development, (3) Community support for vocational education is not yet optimal, the application of supply driven approach to demand driven in SMK has not received any positive responses, (4) Facilities and learning infrastructures are less adequate to support students' needs, (5) Human resources in the field education providers (headmasters, teachers, administration staff, librarians, labors, technicians) are less capable. There is a study finds that 88% of failure factors are caused by poor and unproductive management competency (Jawwad, 2004: 379). Furthermore, Usman (2009: 13) argues that 80% of quality problems caused by its management. As the top leader, the headmaster must be responsible for assuring the management system. Hence, it is unlikely to get the capable graduates if the quality of school management is poorly indicated. In order to be in line with this statement, Uno (2009: 7 - 8) argues that there are two solutions that are offered to overcome the barriers, namely (1) How do we empower educational institutions to become human investment institutions? (2) What should be done so that the autonomization of the educational system can be done well? Although Uno's ideas only concern education as general, but the link to vocational one can still be derived for the reason

- F. Ponco Sudaryanto is Widyaiswara LPMP West Papua - Indonesia

that as long as it is dealing with education term. In this study, the researcher has two research problems that will be carried out, which are: (1) How is the headmaster's commitment in assuring educational quality at SMK N 2 Manokwari? (2) How is the performance of the headmaster of SMK Negeri 2 Manokwari?. Furthermore, this study is aimed to (1) Describe the commitment of the headmaster in assuring the quality of the school and (2) Describe the performance of the headmaster of SMK Negeri 2 Manokwari in assuring educational quality. Thus, the significance of this study will lead the readers' understanding about the relation between someone's position towards educational quality assurance. Still, this study may find out the theory about commitment and quality assurance at a specific school in Indonesia. Moreover, the results of this paper are also likely to be used as additional information to develop training method for the headmasters.

## 2. REVIEW RELATED LITERATURE

Self-evaluation is a managerial action taken by the headmaster of SMK and all members of the school in order to get systematic and comprehensive reflection. Still, it is also aimed to examine the controls, identify changes, find constraints and solutions, and provide feedback on subsequent policies and programs. Self-evaluation includes institutional tasks according to the provision set by the government. There are ten standards which have been set up, namely the components of content standard, graduate competency standard, process standard, assessment standard, classroom action standard, management standard, facilities and infrastructure standard, financial standard, student and environmental standards and public imagery. According to Stewart (in Ulum, 2009: 48), he classifies intellectual capital into three basic formats, namely (1) human capital, (2) structural capital, and (3) customer capital. Moreover, Petrash (in Ulum, 2009: 48) also develops a classification as known as the value platform model. This model defines intellectual capital as the accumulation of human capital, organizational capital, and customer capital. These three circles explain the connection amongst the types of intellectual capitals. The dots present how to manage the intellectual asset. The purpose of drawing the lines is to increase interrelationship number so the value space may be proliferated. Still, the value platform or intellectual capital mode is indicated as group effort. Then, the headmaster's commitment is represented by capital that must be maintained.

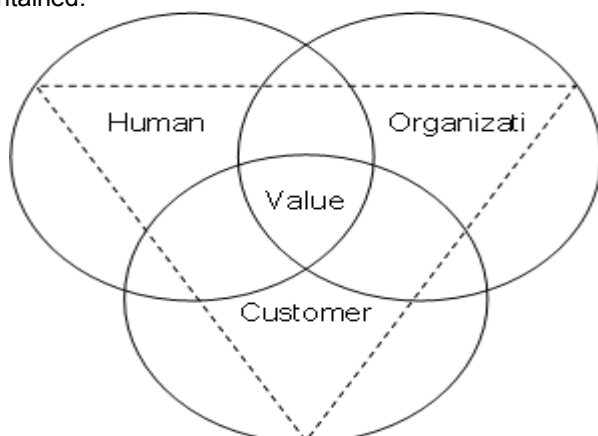


FIGURE 2.1 VALUE PLATFORM

According to Kaser and Halbert (2009:117), school leaders (headmasters) focus on learning, set directions, ensure the development of staff, reculture their school, distribute leadership and respond to the unique contexts in which they work. On the other hand, the headmasters should obtain proper competence in order to manage their responsibility in the best way. The writer realizes that there must be a relationship between human being as a leader and school effectiveness. This statement is supported by Bush (2008:6) "Leadership is often linked to the school improvement. Thus, The relationship between the quality of leadership and school effectiveness has received global recognition." Departing from the previous definition, it is argued that effective leadership gives positive progress and effectiveness of the school. In a nutshell, leadership must provide any changes and prospective achievement of school. Moreover, Eisner (2008:379) proposes that leadership is the process of transforming organizations from what they are to what the leader would have them become. ...a vision of what could be and processes for bringing about change." Still, Usman (2009:378) explains that a good leadership quality contains of four sayings; I do my best, You do your best, We do our best and We are the best. These slogans mean to motivate and increase leadership capacity so as to achieve the standards which have been set together. Then, according to Hasibuan (2002:1) and Usman (2009:15), the unsures of management cover men, money, method, materials, machine, market, time and information. The management will imply as implementation phrase in term of input – process – output approach. Yet, from the unsures above, there is only "men" who plays the vital role of management activity. Educational leadership and management are fields of study and practice concerned with the operation of school and other educational organization (Bush, 2008:1). It is of mean that management system and leader are two cases which are unlikely to be divided from school. Therefore, he also mentions that leadership is something that related to policy-making, meanwhile management concerns about effective and efficient actions which are vital for the internal organizations. Oesters & Austin in Usman (2009) explain that there are at least 6 points which have to be obtained by the leaders, which are (1) Visions, (2) MBWA (Management by Walking About), (3) Customers, (4) Trial and failure anticipation, (5) Kinship, and (6) Enthusiasm. For any detailed information, may you look at the figure 2.3 described by Nasution (2001). Establishing on the theory, a certain school has to apply 25 competencies explained as follows; (1) Preparation of school programs, (2) Monitoring and evaluation, (3) Institutional management, (4) Managerial competence, (5) Management of facilities and infrastructure, (6) Self-development, (7) Community connection (8) Educational insight, (9) Understanding the function of school, (10) Education staff, (11) Education supervision, (12) Student management, (13) Resource empowerment, (14) Time management, (15) Counseling, (16) Accountability report (LAKIS), (17) Leadership, (18) Coordination, (19) Understanding school culture, (20) Compiling and implementing school regulations, (21) Management information systems, (22) Decision making processes, (23) School accreditation, (24) Financial management, (25) Entrepreneurial spirit. According to Finch & McGough (Usman, 2009: 353), the dimensions of vocational education cover human, tasks, and environment dimensions. The first one includes human relationships, creativity,

commitment (responsibility), flexibility, and forward-looking orientation. Then, task dimensions contain planning, development, management, and assessment. Last, Environmental dimensions consist of schools, communities, and labour supply. Arriving to the decree of education ministry no. 13 year 2017, the government has already set up

competency of the headmasters. The decree explains that there are five competencies that headmasters have to master, namely personal dimension, managerial dimension, entrepreneurship dimension, supervised dimension and social dimension. For any details, pay attention to the table below.

**TABLE 02. SMK HEADMASTER COMPETENCIES**

No.	Dimension	Competencies
1.	Personality	1. Being a role model of students and teachers at school. Showing noble characters.
		2. Having integrity to be a leader
		3. Strong willingness
		4. Being an open –minded and mutually open person
		5. Being able to do self-control
		6. Showing talents and interests as a leader
2.	Managerial	1. Arranging plan or strategy to promote his school
		2. Developing internal organization based on the needs
		3. Leading the school in order to optimize school's resources
		4. Managing changes and development of school to achieve effective learning activities.
		5. Creating a conducive and innovative learning situation for learners.
		6. Supervising teachers and staffs in order to optimally utilize human resources
		7. Maintaining school's facilities and infrastructure
		8. Creating mutual communication between school and community
		9. Guiding students in order to receive new students and capacity of learners.
		10. Developing the curriculum based on the objectives
		11. Managing the financial of school as efficient as possible
		12. Creating administrative business so as to achieve the purpose of education
		13. Supervising school-specific service units
		14. Creating information system spread out at school
		15. Maximizing developed information system
		16. Monitoring, evaluating and reporting learning activities continuously.
3	Entrepreneurship	1. Creating innovation
		2. Working hard to achieve the goal
		3. Having strong motivation to be successful as a leader
		4. Being never give up person and trying to find out solutions
		5. Having entrepreneurial instinct in managing learning activities
4.	Supervision	1. Planning evaluation activity for promoting teachers' professionalism
		2. Conducting evaluation for the teachers by using proper technique and approach
		3. Following up the evaluation results.
5.	Social	1. Working as a group with another stakeholders.
		2. Joining a social program such as community service
		3. Having social awareness.

### 3. THE COMPETENCE OF HEADMASTER

The headmaster is appointed as there is a compulsory to lead certain educational units or as known as school so as to achieve its goal. Moreover, there are two important parties that should be well-served by the school, namely internal customer and external customer. Both of them share the same function to receive best satisfaction level. As a top manager at school, the role of headmaster is vastly vital. According to Stoner and Freeman in Usman (2009), managerial task appears as there is a formal authority in the form of decree. In order to sort out the formal authority, there are three tasks must be obtained; (1) Interpersonal, (2) informational and (3) decision-making. The assessment of headmaster performance as mentioned above does not only revolve aspects of individual characters but also things that show the process and the work achieved as quality of work, quantity of work, punctuality, and so on. There are three ways how to identify the performance of headmaster, such as (1) input assessment, (2) mental process assessment and (3) output assessment. Moreover, Sudrajat (2011) proposes the 5 aspects of measurement which cover (1) Quality of work, (2) Promptness, (3) Initiative, (4) Capability and (5) Communication. Managerial task of headmaster covers the entire management functions, which are planning,

organizing, actuating/leading and controlling. Therefore, some management elements are affiliated as well, human resource, money, method, material, machine and market. In the concept of school self-evaluation (EDS) coaching, the focus lies on the school development plan (RPS). Hence, the goal that wants to achieve must be concrete and able to be obtained in one year (short-term). Then, school competency covers all management activities. The component which may be measured are (1) accreditation, (2) curriculum, (3) learning activities, (4) assessment, (5) teachers, (6) tutors, (7) facilities, (8) administration, (9) Financing), (10) scholars, and (11) imaging. These components should be evaluated periodically in an effort to control the changes and the achievement. The EDS can be used in this context to assess the competency of SMK. Through EDS, transparency is able to be attained in every disciplines of science. Moreover, assessment is also likely to be conducted by stakeholders, such as evaluation done by accreditation bureau. Evaluation is a systematic process in collecting, analysing, and interpreting information to determine the rate of a certain school. Then, department of Education and Childhood Development Victoria (2012) propose that school self-evaluation is a process of engaging the school community in reflecting in a systematic, comprehensive and

detailed way on the school's achievements. Departing to analysis and reflection, the problem faced by the school may be identified so that the prior problem may never occur in the future. According to Fattah (2004), the aims of evaluation are explained as follows:

1. Evaluation is used to measure whether or not the goals have been achieved.
2. Evaluation is conducted in order to ensure the efficient work-ethic which can lead to the use of human resource.
3. Evaluation is applied so as to assemble the facts about barriers, tendency and difficulties.

Moreover, Fattah also mentions the fundamentals of evaluation consist of six points, which are; (1) Sustainability, the evaluation is measured continuously, (2) Objective, evaluation must be measured without making any specialization on the subject, (3) Reliable, the result is consistent based on what has been tested, (4) Internal and external criteria, (5) Useful, the result of evaluation must be worthwhile as resources, and (5) Evaluation has to cover all aspects.

#### 4. RESEARCH METHODOLOGY

The instruments involved in this research consist of researcher and questionnaire, rubric and interview guidance. The correspondents were asked to complete the questionnaire, then researcher observed to verify the factual information. In term of verifying, researcher interviewed some teachers, administrative staffs, headmaster, supervisors and so on. The data were gathered by using closed-questionnaire technique. There were two massive questionnaire, namely competency and commitment. The instruments were developed by modifying assessment created by Development and Empowerment Institution for Headmaster (LPPKS). Thus, there were two first-hand aspects in this instrument, omitting personality assessment and social assessment in the purpose of changing the nominal data to be interval ones. The instruments were trialled at SMK 5 Jayapura which 21 people involved. SMK 5 was chose based on the status of the school, which was state. Incidental random sampling was applied in which teacher was able to answer the questionnaire as complete as possible. Later, from 260 questions, 9 of which were not categorized as proper question based on the criteria. A good question indicated the validity was higher or the same as 0,70. For the meantime, 6 questions ranged less than 0,70 and the others were negative. Then, those questions were totally fixed so as to be involved in this study. The statement items in the questionnaire of each aspect were compiled into a single data collection instrument. Thus, reliability testing was performed on the instrument package. The reliability test was done by using SPSS application program version 22,0 i which the score showed 0,948. In this study, there are two groups of data, namely the independent variable (X) consists of code items 1 - 60. Moreover, headmaster commitment of SMK and Quality Assurance were the dependent variable. These bound variables include Managerial (Y1) consisting of codes 61 - 130, Entrepreneurship (Y2) consists of codes 131 - 170, Supervision (Y3) consists of codes 171 - 220, and PR (Y4) consists of 221 - 260. The Analysis of research data conducted in (1) descriptive, for instance by connecting scores and criteria with academic studies. (2) Simple statistical analysis for t-test formulations available in Microsoft Excel. The criteria were used to determine the findings of average

score, as follows;

**TABLE 03. SCORE, QUALIFICATION, AND CRITERIA**

Score	Qualification	Criteria
4,10 – 5,00	Very good	A
3,10 – 4,00	Good	B
2,10 – 3,00	Fair	C
1,10 – 2,00	Less	D
0,00 – 1,00	Poor	E

## 5. FINDINGS AND DISCUSSION

### 5.1 Findings

#### 5.1.1. Commitment of Headmaster

Components of commitment which achieve satisfactory levels, namely the leadership component with an average score 3.05, while the maximum score is 5.0. The lowest average score is occupied by the component of promptness with an average is 2.33. In short, it can be concluded that headmaster commitment of SMKNegeri 2 Manokwari is at level of fair with average score shows 2,78.

#### 5.1.2. Competency of Headmaster

Performance profiles which are collected include managerial, entrepreneurial, supervisory, and social profiles. The results of measurements on the performance of prinheadmaster are presented as follows.

##### a. Managerial Aspect

The performance of the managerial aspect displays highest average score of 3.33 and indicates as good. Meanwhile, partnership / cooperation show an average score of 3.13 or good. The lowest score is obtained from component of planning, which points at 2.44 or fair. Last, Overall managerial performance ranges at 3.13 or good.

##### b. Entrepreneurial Aspect

Aspects of entrepreneurship include two components, namely data and evaluation. Data contribute to the development of entrepreneurship at schools and evaluation is with regard to entrepreneurship work program at school. The entrepreneurial component earns the average score in satisfactory criteria, the average score for the data component is 3.24 and the evaluation component is 3.03. As general, the average score is 3.13 or good.

##### c. Supervisory Aspect

The supervision aspect includes ten components of supervision performance. There are 11 components: supervision performance information, supervision planning, supervision target, supervision implementation, supervision delegation, supervision data processing, supervision collaboration, external party outreach, appreciation of achievement, and supervision objectives (8 SNPs). PR performance is within satisfactory criteria with an average score of 3.23. Profile performance aspect of supervision that becomes the responsibility of head SMK reaches average score 3,17 or good. The lowest score is achieved by the component of data processing supervision with the average is 2.61 or fair and the highest average score achieved the target component of supervision with an average score is 3.56 or satisfactory.

#### d. Public Relation (PR)

The components which cover the public relations aspect : cooperation, BKK, management information system (SIM), internship, production units, social activities, and character development and quality culture. Overall, public relations performance is within satisfactory criteria with an average score of 3.23. The lowest average score achieved by the Production Unit with an average score of 2.84 or fair. While, the highest average score achieved by SIM (management information system) with an average score of 3.57 or good.

## 5.2. Discussion

### 5.2.1 Commitment of Headmaster

Based on the results, it indicates that the headmaster of SMK in Manokwari needs serious treatment. Position commitments in this research include capability, communication, leadership, promptness, initiative, and occupation quality. From these five components of the commitment, the researcher finds that the leadership component that occupies a satisfactory position lies at 3.05. While, the other components are indicated fair. The commitment of headmaster can be enhanced through (1) clarify the leadership objectives, (2) Give consideration to the strong reasons that the objectives are important and priority, (3) Measure commitment by measuring each decision with its utility, (4) Assist staff to progress, (5) ) Announce ideas, (6) Competing with oneself, and (7) Unite commitments with work that is responsible. In conclusion, leadership commitment can be increased through increased knowledge, skills, expertise, and experience. Silently the increased commitment also requires integrity, ie consistency in action, confidence in values, methods, principles, and expectations that are comprehensively comprehensive. One's commitment reflects one's character and one's consistency toward the competence of attitudes, knowledge competencies, and skills competencies related to responsibility as head of vocational school. The following figure illustrates the factors influencing one's leadership commitment.

### 5.2.2. Managerial Commitment

The performance of the managerial aspect shows that the highest obtained score is 3.33 or good and the partnership / cooperation is 3.13 or good. The lowest average score is obtained by the planning component, which is 2.44 or fair. Managerial commitments in this study include environmental management, partnerships, and school performance planning. The lowest average score is the planning component, which is 2.44. The score indicates that the ability of the headmaster of SMK in planning (school work program) requires a serious guidance. The ability of headmaster of SMK in preparing the RKS is the key school to make changes (continuous improvement). If the planning is not well-prepared, then the change towards improving the quality of education in SMK will be very difficult to achieve. For various parties, such as LPMP, they should be able to provide assistance. The score of 2.44 is too low to ensure that the headmaster is able to manage the school well in accordance with the norms applicable. The entrepreneurial component earns the average score in good criteria, the average score for the data component is 3.24 and the evaluation component 3, 03. Overall profile of headmaster performance of SMK Manokwari Aspect in term of entrepreneurship is 3,13 or good. The political policy of "free school" is comprehended by society that education does not

cost. This condition makes it difficult for headmasters to develop entrepreneurship. However, it does not mean that the principal is at an end of the mind to develop entrepreneurship at school. So far, the SMK in Manokwari receives parent participation through the school committee. This means that the school committee charges the parents to pay for the school's needs that have not / have not been funded by the government or activities that require more payments. Forum committee meetings and parents.

### 5.2.3. Entrepreneurial Commitment

From the taken data, it can be said that there must be a training to promote the entrepreneurial aspect at school. Human capital, organization capital and customer capital are three models that must be given. So that, knowledge and discipline may be mastered by the school staffs.

### 5.2.4. Supervisory Commitment

This aspect is one the responsibilities of headmaster. In this study, the commitment done by Headmaster shows 3,17 and be indicated as good. Meanwhile, the lowest score is gathered on how to process the supervised data which show 2,61 or fairly good. Whilst, the higher score is attained from the supervised target in which 3,56 indicates good. Supervision is considered necessary in order to control the quality of learning activity. Learning becomes the peak of activity that leads students to be competent graduates. Departing from the results of research, the headmaster of SMK Manokwari needs to be trained in accordance with their needs. The leading drawback emerges while supervising is data processing. Based on the results. Each headmaster must supervise every teacher at least twice a year it is because the results of supervision are very useful for improving learning taught by teachers. As general, the performance of public relations is within satisfactory criteria with an average score of 3.23. The lowest average score is achieved by the Production Unit with an average score of 2.84 or fairly good. Meanwhile, the highest average score achieved by SIM (management information system) is 3.57 or good. The only characteristic differs SMK and SMA lies at the Units Production (UP) or Business Center (PB). Unit production / PB is a strategic unit to develop entrepreneurship. Production Units should develop into entrepreneurship laboratories at schools as well as to develop economic values to support the needs of school, such as developing facilities, creating innovations and so on. Even though the public relation (PR) shows remarkable number, it is of importance for the schools to promote their competency PR. The reason is because PR plays the vital role of which; linking the school and societies, finding sponsorship, and arranging social event. In order to be more creative and efficient, the needs of training are crucial.

## 6. SUMMARY

From this current research, the summaries are explained as follows:

1. The headmaster of SMK 2 Manokwari needs a training in order to promote his commitment and competency.
2. As general, the headmaster also needs a routine seminar dealing with social, managerial, academic supervision and public relation.

**APPENDIXES**

- [1] Arcaro, Jerome S. 2005. Pendidikan Berbasis Mutu, Prinsip-prinsip Perumusan dan Tata Laksana Penerapan. Yogyakarta:Pustaka Pelajar.
- [2] Borg, W.R. & Gall,M.D. 1989.Educational Research: AnIntroduction.Fourth Edition.New.
- [3] Burtonshaw – Gunn, Simon A., 2011, Alat dan teknik Analisis Manajemen, Jakarta:PT Indeks.
- [4] Bush, Tony & Coleman, Mariane. 2006. Manajemen Strategis Kepemimpinan Pendidikan. Jogjakarta: IRGiSoD.
- [5] Bush, Tony. 2008. Leadership and Management Development in Education. London: SAGE Publications Ltd.
- [6] Chaplin, J.P. 2009. Kamus Lengkap Psikologi, penerjemah Kartini Kartono. Jakarta:PT RajaGrafindo Persada.
- [7] Danverport, John. 2010. Leadership Style and Organizational Commitment: The Moderating Effect Of Locus Of Control, ASBBS Annual Conference: Las Vegas, Volume 17 Number 1, Februari 2010, Hlm 277 – 290.
- [8] Departement of Education and Early Childhood Development. 2010. Schoolself-Evaluation Guidelines 2012. State of Victoria, Melbourne: The School Improvement Devison.
- [9] Department of Education and Early Childhood Development, 2012. School Self-Evaluation Guidelines. State of Victoria: School Improvement Division Departement of Education and Early Childhood Development Melbourne.
- [10] Djohar, As'ari. 2007. Pendidikan Teknologi dan Kejuruan, Ilmu dan Aplikasi Pendidikan. Bandung:Pedagogiana Press.
- [11] Eisner, Dedd Lumpkin, 2008, Strategy Management, text and cases, 4thed. Americas, New York: McGraw-Hill Companies.
- [12] Evans, James R. & Lindsay, William M., 2005.The Management and Control of Quality, sixth Edition, Singapore:Thomson South-Western.
- [13] Fattah, Nanang. 2004. Landasan Manajemen Pendidikan. Bandung: PT Remaja Rosdakarya Offset.
- [14] Gortonm, Richard, et al. 2007. School Leadership & Administration, Important Concepts, Case Studis, & Simulation, 7th, New Yok:McGraw-Hill.
- [15] Hamalik, Umar. 1990. Pendidikan Tenaga Kerja nasional, Kejuruan Kewiraswastaan, dan Manajemen. Bandung: PT Citra Aditya bakti.
- [16] Hasibuan, H. Malayu S.P. 2002. Manajemen Sumber Daya Manusia. Jakarta: PT Bumi Aksara.
- [17] Hasibuan, H. Malayu S.P. 2009. Manajemen, Dasar, Pengertian, dan Masalah. Jakarta: Bumi Aksara.
- [18] Hoy, Wayne K. & Miskel, Cecil G. 2008. Educational Administration, Theory, Research, and Practice. 8th. New York:McGraw-Hill.
- [19] Jawad, Muhammad Abdul. 2004. Menjadi Manajer Sukses. Jakarta: Gema Insani.
- [20] Johnson, Rick. 2009. Curiosity - Creativity - Commitment: The Three C's of Leadershiptersedia pada [http://4hoteliers.com/4hots\\_fshw.php?mwi=4587](http://4hoteliers.com/4hots_fshw.php?mwi=4587).
- [21] Kaser, Linda & Halbert, Judy. 2009. Leadership Mindsets, Innovation and Learning in the Transformation of Schools. New York: Routledge.
- [22] Kusumah, H. Indra. 2010. Kepala Sekolah dan Pengawas Sekolah Belum Optimal. Jakarta, Kompas.com, 11 Februari 2010 tersedia pada <http://pengawas20.wordpress.com/category/kompetensi-kepala-sekolah/>
- [23] Muhaimin, H. et.al.. 2009. Manajemen Pendidikan. Jakarta: Kencana Prenada Media Group.
- [24] Mulyadi. 2000. Total Quality Management. Yogyakarta: Aditya Media.
- [25] Munro – Faure, Lesley & Munro – Faure, Malcolm. 1996. Implementing Total Quality Management, Jakarta: PT Elex Media Komputindo.
- [26] Murgatroyd, Stepen & Morgan, Colin. 1993. Total Quality Management and the School. Buckingham: Open University Press.
- [27] Nasrudin, H. Endin, 2010, Psikologi Manajemen, Bandung:CV Pustaka Setia.
- [28] Purwanto, Iwan, 2008, Manajemen Strategi, ed 2, Bandung:CV Yrama Widya.
- [29] Quigle, Prosser. 1950. Vocational Education. ed 2nd. USA: American Technical Society.
- [30] Rochaety, Eti et.al.. 2008. Sistem Informasi Manajemen Pendidikan. Jakarta: PT Bumi Aksara.
- [31] Rochaety, Ety et. al. 2010.Sistem Informasi Manajemen Pendidikan. Jakarta:PT Bumi Aksara.
- [32] Sallis, Edward. 2010. Total Quality Management in Education. Yogyakarta: IRCiSoD.
- [33] Salusu, J. 2008. Pengambilan Keputusan Strategik untuk Organisasi Publik dan Organisasi Nonprofit. Jakarta:Grasindo.

- [34] Samani, Muchlas. 2011. Rekonstruksi Pendidikan Vokasi (SMK) sebuah Gagasan. Yogyakarta:Universitas Negeri Yogyakarta.
- [35] Samsudi. 2006. Pengembangan Model Pembelajaran Program Produktif Sekolah Menengah Kejuruan (Studi Model Perpektif dengan Penerapan Learning Guide pada Program Keahlian Teknik Mekanik Otomotif), Disertasi. Bandung: Program Pascasarjana Universitas Pendidikan Indonesia.
- [36] Schuler, Randall S. & Jackson, Susan E. 1997. Manajemen Sumber Daya Manusia Menghadapi Abad Ke-21, Edisi Keenam, Jilid 1. Jakarta:Erlangga.
- [37] Shastri, R. K. et.al.. 2010. Charismatic Leadership and Organizational Commitment: An Indian Perspective. African Journal of Business Management Vol. 4(10), hlm. 1946 – 1953tersedia pada <http://www.academicjournals.org/ajbm>
- [38] Shirbagi, Naser. Axploreing Organizational Commitment and Leadership Frames within Indian and Iranian Higher Education Institutions. Bulletin of Education & Research, 2007, Vol 29 No. 1, hlm 17 – 32.
- [39] Sukardi, H. M. 2009, Evaluasi Pendidikan, Prinsip & Operasionalnya, Jakarta:Bumi Aksara.
- [40] Sule, Ernie T., & Saefullah, Kurniawan. 2009. Pengantar Manajemen. 1st. Jakarta:Kencana Prenada Media group.
- [41] Syafaruddin, 2002. Manajemen Mutu Terpadu dalam Pendidikan, Konsep, Strategi, dan Aplikasi. Jakarta: PT Gramedia Widiasara Indonesia.
- [42] T., Andi Mappiare A. 2006. Kamus Istilah Konseling dan Terapi, Jakarta: PT Raja Grafindo Persada.
- [43] Tilaar, H.A.R., 2004. Manajemen Pendidikan Nasional, Bandung:PT Remaja Rosdakarya.
- [44] Turney, C. et al. 1992. Education Management Role and Tasks The School Manager. Australia, North Sydney: Allen &Unwin Pty Ltd.
- [45] Ulum, H. Hamzah B. 2009. Profesi Kependidikan, Probleman, Solusi, dan Reformasi Pendidikan di Indonesia. Jakarta: Bumi Aksara.
- [46] Usman, Husaini, 2009, Manajemen, Teori, Praktik, dan Riset Pendidikan, 3thed. Jakarta:PT BUMi Aksara.
- [47] Vance, Robert J., 2006, Employee Engagement and Commitment a Guide to Understanding, Measuring and Increasing Engagement in Your Organization. USA:SHRM Foundation tersedia pada [www.shrm.org/foundation](http://www.shrm.org/foundation).
- [48] Virtanen, Turo. 2009. Leadership in Research: Transformational Leadership and Commitment to Concepts in Knowledge Creation.
- [49] Winch, Christopher. 1996. Quality and Education. The Journal of the Philosophy of Education Society of Great Britain.